

DOCUMENT RESUME

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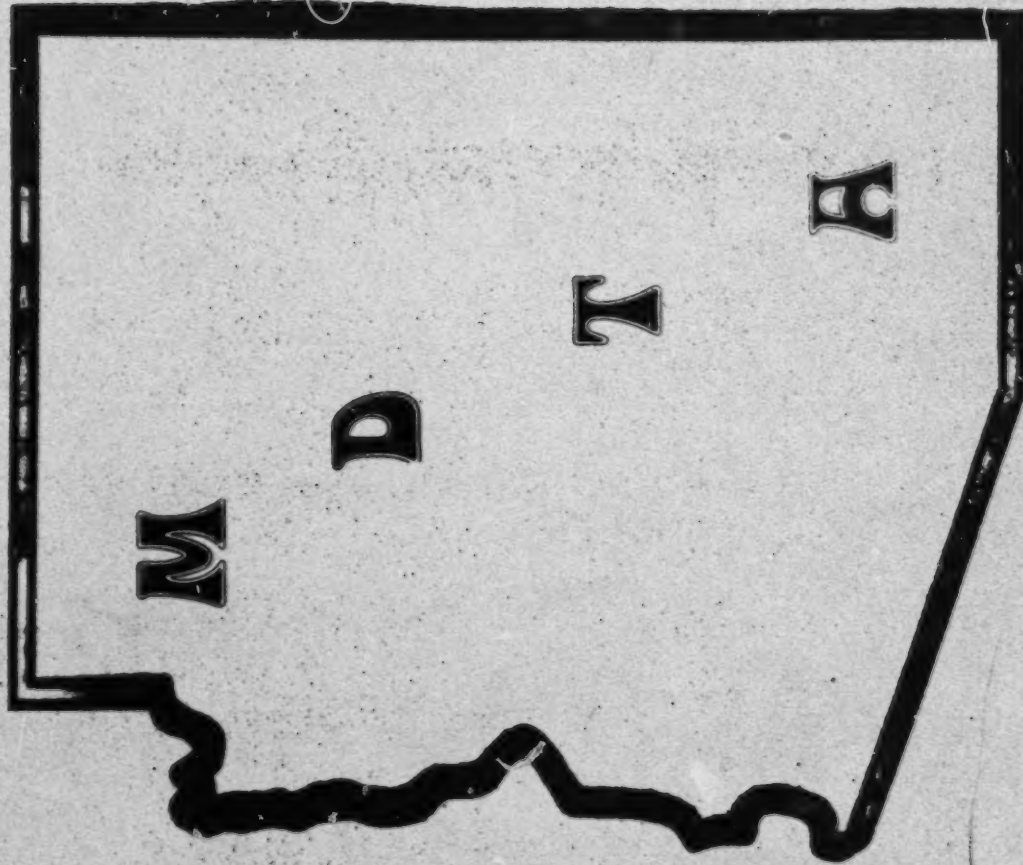
This instrument and procedure was developed expressly for the evaluation of Manpower Development and Training Programs. It was developed within the State Department of Vocational Education to assist federal administrators appraise such programs and to assist operational level decision making. It provides for quantitative reporting, qualitative analysis, and descriptive narrative. Included are seven guidelines for writing the evaluation report. Elements of the instrument cover (1) program development, (2) trainees, (3) instructional staff, (4) curriculum, (5) supervision and administration, (6) facilities, (7) equipment, (8) supplies, (9) methods of instruction, (10) instructor training, (11) guidance and counseling, (12) placement and follow-up, and (13) evaluation. (EM)

VT007389

Arizona State Department Of Vocational Education

ED025638

AN INSTRUMENT
TO EVALUATE



INSTITUTIONAL
TRAINING PROJECTS
IN ARIZONA

Evaluator

Date

Project Number

Occupation

ED025638

AN INSTRUMENT

TO

EVALUATE

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MANPOWER DEVELOPMENT TRAINING ACT

INSTITUTIONAL TRAINING PROJECTS

IN

ARIZONA

Prepared by

Carl E. Squires

1 AN ARIZONA MANPOWER DEVELOPMENT TRAINING PUBLICATION, /

2 *Arizona*
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Vocational-Technical Education

Mr. Donald D. Hiserodt, State Supervisor
Manpower Development and Training Act

Preface

Training efforts under the Manpower Development and Training Act have made a significant impact on vocational education in the State of Arizona. The Arizona State Department of Vocational Education has implemented the institutional training component of MDTA and has strived to maintain quality instruction throughout the broad spectrum of training projects.

Recognizing that continuing assessment is basic to program improvement, the Department is initiating a formal evaluation system for MDTA institutional training. This system, through quantitative and qualitative analysis, should:

- a. assist state and federal program administrators as they appraise MDTA training efforts in Arizona.
- b. assist personnel at the operational level of institutional training as they design and implement various projects and programs.

A continuing review of this statewide evaluation system is necessary and desirable; therefore, the Arizona State Department of Vocational Education welcomes suggestions and comments.

MDTA INSTITUTIONAL TRAINING EVALUATION

Major Premise:

The major test of the success of MDTA Institutional Training is the extent to which trainees secure, maintain, and/or upgrade employment in training related occupations during or after training.

Quantitative data are basic indicators to be used in the evaluation of the major premise. However, a strict quantitative reporting system is not sufficient to provide qualitative and descriptive data required to analyze underlining factors that contribute to the success or failure of a training project.

This document -- through use of quantitative reporting, qualitative analysis and supporting descriptive narrative -- should provide comprehensive data for use in assessing MDTA Institutional Training projects.

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GUIDELINES FOR WRITING THE EVALUATION DOCUMENT

Section 1

It is recommended that the statewide evaluation of MDTA Institutional Training Projects be conducted by trained MDTA Evaluators working in conjunction with State Department of Vocational Education MDTA Administrators, Program Developers, Local Supervisors, Instructional Staff Members, and Guidance Personnel. It is important that the evaluator possess a broad knowledge of vocational education, along with a detailed working knowledge of MDTA policies, procedures, and project operation.

Much of the quantitative and qualitative data required for the comprehensive analysis of a project may be collected by the local supervisor, instructors, and guidance counselors while the project is in progress. These data would be treated by MDTA Evaluators as an integral part of the project evaluation.

Consistency in the use of standards to rate project factors is basic to the success of the project evaluation.

This evaluation document is designed to be microscopic in terms of individual projects, yet it contains the flexibility to be macroscopic in terms of the statewide MDTA effort.

Several general procedures for implementation of a project evaluation are suggested:

PROCEDURES

1. Initiate trainee profile

2. Review forms MT-1, MT-2, MT-5, MT-102, OE-4000, OE-4014, OE-4021, Project Summary Report, Original Requisitions, Purchase Orders, Receiving Reports, Inventory Reports, Payroll Records.

RESPONSIBLE PERSONNEL

Local Supervisor
Instructor
Counselor

MDTA Evaluator

Section 1 (continued)

PROCEDURES

RESPONSIBLE PERSONNEL

- | | |
|---|--|
| 3. Write historical background of the project | MDTA Evaluator |
| 4. Rate project evaluation factors | MDTA Evaluator
Administrators
Program Developers
Local Supervisors
Instructors
Counselors
Instructor Trainer |
| 5. Write project summary | MDTA Evaluator
Local Supervisor
Instructor
Counselor |
| 6. Complete trainee profile | MDTA Evaluator |
| 7. Compile project profile | MDTA Evaluator |

Section 2

Project # _____

Occupation _____

BACKGROUND OF THE PROJECT

Suggested elements to include: Highlights of MT-1 including date of issue, number to be trained, criteria for selection; chronological list of significant activities in the development of the project; time and budget limitations; significant problems encountered in getting the project underway; and other pertinent background data.

Section 2 (continued)

Project # _____

Occupation _____

BACKGROUND OF THE PROJECT

Section 3

Project # _____
Occupation _____
Date Project Ended _____
Date of this Survey _____

PROJECT SUMMARY

1. Number of trainees that enrolled in the project (number of entries in roll book)

2. Number of trainees that completed the project

3. Number of trainees, including non-completers, that are employed in the designated occupation

4. Number of trainees, including non-completers, that are employed in a related occupation + =

5. Predominate reason(s) for trainees not being employed either in the designated training occupation, or in a related occupation:

- a.
- b.
- c.
- .
- .
- .

6. Other summary factors:

- a.
- b.
- c.
- .

Section 4

TRAINEE PROFILE

Project # _____
 Occupation _____
 # Enrolled _____

1. Age of Trainees

Approximate number of enrollees				
16-19 yrs.	20-24 yrs.	25-44 yrs.	45-64 yrs.	65-over

2. Sex of Trainees

Number of enrollees	
Male	Female

3. Previous Educational Attainment

Approximate number of enrollees																	Highest grade completed
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	over 16	

4. Trainee Family Income (average) for Past Three Years

Approximate number of enrollees				Income per year	
\$1000-3000	\$3001-4000	\$4001-5000	\$5001-6000	\$6001-8000	

5. Number of Persons in Family

Approximate number of enrollees													Persons in family
1	2	3	4	5	6	7	8	9	10	11	12 and over		

Section 4 (continued)

6. Health Condition of Enrollees

Number of trainees with apparent need for medical attention as observed by the instructors and/or others: Number of trainees that received medical aid through referral agencies:

7. Previous Gainful Employment of Enrollees

Approximate number of enrollees													
1	2	3	4	5	6	7	8	9	10	11	12	13	14 or more
													years employed

8. Number of Weeks Unemployed Immediately Prior to Training

Approximate number of enrollees					# trainees underemployed	
Less than 5	5 - 14	15 - 26	27 - 52	Over 52	number of weeks unemployed	

9. Ethnic Breakdown of Enrollees

Approximate number of enrollees							
					Amer/Indian	Negro	White
					Mexican-Amer	Oriental	Other

10. Public Assistance Status Before Training

trainees recipient non-recipient

(A composite of evaluation factor ratings)

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Rating Code

Low	High
-	-

Day Project _____

Evening Project _____

Section 6
Evaluation Factors

HOW TO COMPLETE THE EVALUATION FACTOR CHARTS

A Standards (Study the standard that is correlated with the factor(s) to be evaluated)	B Evaluation Factors (Using the correlated standard as a guide, compare the factor to the project being evaluated)	C Factor Rating (Circle the selected rating)	D Narrative Items Write a narrative item to justify each extreme rating (1 or 5) selected, plus other ratings that need further explanation. These items, keyed by topic and factor, should appear in section 7 of the document.
--	--	--	--

MDTA Project
Standards
Factors &
Ratings

PROGRAM DEVELOPMENT
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING				
		Low	1	2	3	High
Adequate program development is reflected throughout the project.	1. Correlation of the original training plan and budget to the overall needs of the project	1	2	3	4	5
Program development should involve advisory groups, including employers from the training occupation.	2. Involvement of appropriate personnel in the project development	1	2	3	4	5
Program development includes determination of course objectives, method of training, and length of course.	3. Course objectives well developed	1	2	3	4	5
Program developers ascertain equipment and supplies to be needed for training.	4. Feasibility of the method of training as outlined in the training plan	1	2	3	4	5
Program developers make recommendations concerning training facilities.	5. Training schedule well developed	1	2	3	4	5
Program developers design the comprehensive budget for the training plan.	6. Provisions for adequate equipment and supplies as per the training plan	1	2	3	4	5
	7. Adequacy of facility as specified in the training plan	1	2	3	4	5
	8. Design of original budget	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

PROGRAM DEVELOPMENT
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING				
		Low				High
Whenever possible, program development will involve the responsible local supervisor. Program developers ascertain instructor and guidance services requirements. Program developers should review previous similar projects, inventory lists, and other pertinent documents before and during the development of the project. Adequate time should be allotted for program development.	9. Involvement of local supervisor in the development of the project	1	2	3	4	5
	10. Rating of the instructor and guidance service specifications as outlined in the training plan	1	2	3	4	5
	11. Review of pertinent material by program developers	1	2	3	4	5
	12. Time allocation for program development	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

**MDTA Project
Standards
Factors &
Ratings**

**TRAINEE
(Topic)**

STANDARDS	EVALUATION FACTORS	RATING	
Low	High		
Characteristics of trainees enrolled into the project should closely parallel the characteristics of trainees as specified on the MT-1.	1. Correlation of actual characteristics of trainees enrolled in the project versus the characteristics as indicated on the MT-1	1	5
Many occupations set certain standards for entry level skills. Trainees referred to institutional training for a specific occupation should have the capability to attain entry level skill within the time span of the project. This, of course, assumes that pertinent, quality instruction has been provided.	2. Capability of enrollees to achieve entry level skills in the occupation for which training is provided	1	5
Trainee attendance can be related to trainee accomplishment and progress; therefore, trainee regular attendance is important.	3. Rating of trainee attendance (as a class) during the project	1	5
Physical condition of trainees should be conducive to the physical requirements of the occupation.	4. Physical condition of trainees as related to the physical requirements of the occupation	1	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

INSTRUCTIONAL STAFF
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
Skill training instructors should have a minimum of 3 years occupational experience in their teaching area.	1. Occupational experience of instructor(s)	1	5
	2. Occupational competence of instructor(s)	1	5
Skill training instructors should be occupationally competent in their teaching area.	3. Competence of basic education instructor(s)	1	5
	4. Communication ability of instructor(s)	1	5
Basic education instruction should be provided by persons qualified; by training and experience, to teach basic education.	5. Instructor(s) desire to teach	1	5
	6. Instructor relates to trainees	1	5
Instructors should possess the ability to communicate with trainees, supervisors, counselors, and other instructors by use of effective language skills.	7. Social and personal traits of instructor(s)	1	5
Instructors should possess and exhibit desirable social and personal traits such as tact, courtesy, patience, personal appearance, personal hygiene, and other factors that will aid in trainee management.			

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

INSTRUCTIONAL STAFF
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING				
		Low				High
Instructors should practice effective management procedures in the classroom and shop.	9. Management and organizational ability of instructor(s).	1	2	3	4	5
Instructors should understand and observe stated directions and channels in procurement of equipment, supplies, and services.	10. Ability of instructor(s) to follow directions	1	2	3	4	5
Instructors should maintain trainee records and class progress charts.	11. Ability of instructor(s) to maintain required records	1	2	3	4	5
Instructors should maintain inventory and control of all supplies, minor equipment, and major equipment.	12. Ability of instructor(s) to maintain inventory and control of supplies and equipment	1	2	3	4	5
Instructors should structure the curriculum to meet the needs of the trainees.	13. Ability of instructor to manage curriculum material	1	2	3	4	5
Instructors should use audio visual aids, field trips, and resource persons whenever feasible.	14. Use of A-V aids, field trips, and resource persons by instructor(s)	1	2	3	4	5
Instructors should relate theory of skill training to actual practice.	15. Instructor(s) ability to relate training theory to training practice	1	2	3	4	5

Turn to Section 7 and
write a narrative item
for each extreme rating
selected.

MDTA Project
Standards
Factors &
Ratings

CURRICULUM
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
Curriculum should be developed by use of an advisory committee	1. Was an advisory committee used in the development of curriculum?	No	Yes
Advisory committee work should be organized and effective. Contributions made by committee should be useful in providing initial and on-going direction for the project	2. Effectiveness of the advisory committee	1	5
Subject matter in course outline should generally parallel job description as specified on the MT-1.	3. Relationship of course outline to job description on MT-1	1	5
Course content should relate specifically to knowledge and practice required to fulfill job duties.	4. Relationship of course content to job duties	1	5
Time allotted to each training topic should be well planned.	5. Accuracy of time allotment for each training topic	1	5
Curriculum should be previewed by the instructor and local supervisor at least one week prior to the starting date of the project	6. Curriculum previewed by instructor	1	5
	7. Curriculum previewed by local supervisor	1	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

SUPERVISION AND ADMINISTRATION
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING				
		Low	1	2	3	High
Written policies and procedures are essential for efficient supervision and administration. Effective personnel evaluation is necessary for program improvement. Instructor staffing should be regarded as one of the most important administrative functions. Selection of instructors should involve the local supervisor who will work with the new instructors. A formal orientation program should be conducted for new instructors. Adequate clerical and reproduction services should be available for instructors, supervisors, and guidance personnel.	1. A handbook of personnel policies outlining job descriptions, instructor responsibilities, operating procedures, salary information, fringe benefits, and other information is clearly stated, compiled in convenient form, and available to all interested persons.	1	2	3	4	5
	2. A procedure for periodic evaluation of the instructional staff is utilized.	1	2	3	4	5
	3. An accurate and complete personnel file is maintained on each instructor.	1	2	3	4	5
	4. Administrative attention devoted to instructor details.	1	2	3	4	5
	5. Involvement of local supervisor in selection of instructors	1	2	3	4	5
	6. Degree of formal orientation for new instructors	1	2	3	4	5
	7. Quality and quantity of clerical and reproduction services	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

SUPERVISION AND ADMINISTRATION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING				
		Low	1	2	3	High
The administration should provide and promote a competitive remuneration system for instructors, supervisors, and guidance personnel.	8. Beginning salaries are sufficient to attract qualified applicants	1	2	3	4	5
	9. Salary schedule is well defined	1	2	3	4	5
	10. Salary schedule is adequate to hold qualified personnel	1	2	3	4	5
	11. Policies include a reasonable provision for sick leave	1	2	3	4	5
	12. Policies outline procedure for obtaining group life and health insurance	1	2	3	4	5
A clearly stated employment <u>agreement</u> should be effected between employees and the employing agency.	13. Effective employment agreement	1	2	3	4	5
	14. Communication channels should be well defined and open to all personnel.	1	2	3	4	5
The administration should provide for, and encourage, employee "feed-back" to alleviate internal personnel problems.	15. "Feed-back" system for employees	1	2	3	4	5
	16. Inventory system and procedures	1	2	3	4	5
The administration should utilize a modern inventory control system for ascertaining equipment amounts, location, and availability.		1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

SUPERVISION AND ADMINISTRATION
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
The administration should provide the instructional staff with adequate preparation time. Full utilization should be made of the state MDTA staff in the development and implementation of a program or project. The administration should exhibit orderly, efficient, and accurate management of funds. The administration should foster a state of high morale for personnel.	17. Adequacy of preparation time allotted to instructors	1	5
	18. Utilization of state MDTA staff	1	5
	19. Fund management by supervisors and administrators	1	5
	20. Morale of personnel	1	5

Turn to Section 7 and
write a narrative item
for each extreme rating
selected.

Project # _____

MDTA Project
Standards
Factors &
Ratings

Occupation _____

FACILITY
(Topic)

STANDARDS	EVALUATION FACTORS	RATING	
		Low	HIGH
The facility should lend itself to the overall needs of the project in terms of:	1. Location of facility	1	5
	2. Adaptability of facility to project	1	5
	3. Size of facility	1	5
	4. Lighting of facility	1	5
	5. Heating of facility	1	5
	6. Cooling of facility	1	5
	7. Power and water services of building	1	5
	8. Physical layout of building	1	5
	9. Parking accommodations	1	5
	10. Noise control in facility	1	5
	11. Maintenance service	1	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

FACILITY (Topic)		RATING	
STANDARDS	EVALUATION FACTORS	Low	High
1. storage capability	12. Storage facility	1	5
m. security	13. Security conditions of facility	1	5
n. cost	14. Measure of cost of the facility	1	5
o. access to public transportation	15. Availability of public transportation	1	5
p. restrooms (trainees and staff)	16. Availability of restrooms for trainees and staff	1	5
q. general safety	17. Safety features such as fire alarms and emergency exits	1	5
r. drinking water	18. Availability of cool drinking water	1	5
s. preparation room for instructors	19. Adequate room for preparation of instructional materials, and instructor study	1	5
t. food service	20. Adequate food service for trainees and staff	1	5

Turn to Section 7 and
write a narrative item
for each extreme rating
selected.

Project # _____

Occupation _____

**MDTA Project
Standards
Factors &
Ratings**

**EQUIPMENT
(Topic)**

STANDARDS	EVALUATION FACTORS	RATING				
		Low	1	2	3	High
Whenever possible, equipment from previous or concurrent projects should be utilized.	1. Effective use of available equipment from other projects	1	2	3	4	5
Whenever possible equipment from excess and surplus property sources should be utilized.	2. Effective use of available equipment from excess and surplus property sources	1	2	3	4	5
Equipment procurement procedures should be initiated in time to assure timely delivery of equipment.	3. Equipment delivered and installed at the proper time	1	2	3	4	5
Adequate amounts and kinds of equipment should be specified in the original training plan.	4. Adequacy of amounts and kinds of equipment as specified in the training plan	1	2	3	4	5
Quality of equipment should meet current industrial or commercial standards.	5. Quality of equipment	1	2	3	4	5
Service for equipment should be readily available.	6. Availability of service for equipment	1	2	3	4	5
The instructional program should not be affected by equipment that is "out of commission."	7. Availability of equipment for instructional use	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

MDTA Project
Standards
Factors &
Ratings

EQUIPMENT
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING				
		Low				High
Cost of equipment should reflect the educational discount factor.	8. Cost of equipment	1	2	3	4	5
Quality and quantity and adaptability of equipment will contribute to the overall success of the project.	9. Contribution of the equipment to the success of the project	1	2	3	4	5
An on-going equipment inventory procedure should be in operation.	10. Effectiveness of equipment inventory procedure	1	2	3	4	5
Instructors and trainees should exercise reasonable care in the use of supplies and equipment.	11. Care of equipment by instructor(s) and trainees	1	2	3	4	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

SUPPLIES
(Topic)

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
Adequate funding amounts for instructional supplies should be encumbered in the original budget. Original budget should provide needed flexibility in the specification of supplies. Supplies needed for project initiation should be ordered in time to assure timely delivery. An on-going supply inventory procedure should be utilized and should insure against "panic" requisitions.	1. Adequacy of budget to cover necessary instructional supplies	1	5
	2. Flexibility of supply specifications	1	5
	3. Necessary supplies on hand for the start of the project	1	5
	4. Effectiveness of supply inventory procedure	1	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

METHODS OF INSTRUCTION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING				
		Low				High
Various methods of teaching should be reviewed with instructors by the instructor trainer and local supervisor. Methods of instruction that meet the specific needs of the trainees and the curriculum should be utilized.	1. Review of instructional methods with instructors	1	2	3	4	5
	2. Effective use of instructional methods	1	2	3	4	5

Turn to Section 7 and
write a narrative item
for each extreme rating
selected.

MDTA Project
Standards
Factors &
Ratings

INSTRUCTOR TRAINING
(Topic)

Project # _____

Occupation _____

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
The instructor trainer, through study and observation, should determine the need for instructor involvement in training workshops, teaching demonstrations, and other teacher training activities.	1. Accuracy of determination of instructor training needs	1	5
Whenever necessary, instructor training will involve the holding of training workshops to cover instructor orientation, teaching demonstrations, development of instructional materials, preparation of course outlines, review of trainee evaluation techniques, and methods to be used for record keeping.	2. Timely and effective use of training workshops	1	5

Turn to Section 7 and
write a narrative item
for each extreme rating
selected.

MDTA Project Standards Factors & Ratings

Project # _____

Occupation _____

GUIDANCE AND COUNSELING
(Topic)

STANDARDS	EVALUATION FACTORS	RATING Low High
An effective guidance service makes available to the instructor and other authorized persons information about trainees that the service has collected and interpreted.	1. Dissemination of available trainee data to instructors and other authorized persons	1 2 3 4 5
Guidance personnel should make extensive use of referral agencies concerning vocational placement, techniques of securing employment, health, and personal adjustment problems.	2. Effective use of referral agencies as needed	1 2 3 4 5
Counselors should assist in analyzing student and/or program failures and suggest remedial procedures.	3. Counselor involvement in project evaluation	1 2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

PLACEMENT AND FOLLOW-UP
(Topic)

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
Trainee placement or non-placement will highlight the following elements of the MDTA total effort: - accuracy of employer survey - accuracy of project MT-1 - adequate selection and referral of properly qualified trainees to the project - adequacy of the training plan and budget as developed by the program developer. - pertinent, quality instruction during the project - backed up by effective administration, supervision, and guidance services - stability of predicted labor market trends during the duration of the project - effort of placement personnel to match trainee to employment slot Trainee follow-up along with overall project evaluation can be utilized to isolate the strong and weak elements as outlined above.	- Measure of time spent on placement effort - Emphasis on placement by responsible personnel - Measure of time spent on trainee follow-up effort - Utilization of a formal system of trainee follow-up	1	2 3 4 5
		1	2 3 4 5
		1	2 3 4 5
		1	2 3 4 5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Project # _____

Occupation _____

MDTA Project
Standards
Factors &
Ratings

EVALUATION
(Topic)

STANDARDS	EVALUATION FACTORS	RATING	
		Low	High
On-going evaluation may be used to improve nearly all elements of a project. The following elements must be under near constant evaluation. a. instructor evaluation b. trainee evaluation c. cost control evaluation	1. Rate emphasis on instructor evaluation in terms of pertinent, quality instruction.	1	5
	2. Rate emphasis on trainee evaluation in terms of project goals.	1	5
	3. Rate emphasis on cost control evaluation including equipment inventory, supply inventory, budget status, and fund management.	1	5
	4. Emphasis on trainee placement and follow-up evaluation	1	5
	5. Emphasis on overall project on-going evaluation	1	5

Turn to Section 7 and write a narrative item for each extreme rating selected.

Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item
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Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item
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Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item
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Section 7

Evaluation Factor Number	Topic	Supporting Narrative Item
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Section 7

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